

# Geography Progression of Skills

Curriculum Intent: To create a memorable curriculum that builds upon prior learning whilst moving knowledge and skills forward and is based upon robust assessments.

Subject Intent: At Howe Dell, we teach Geography using CUSP resources. The geography curriculum is progressive and sequential which enables children to draw upon previous knowledge to use with their new learning. For example: pupils in EYFS learn about people, culture and communities and the natural world through activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to understand.

The sequence of geography is taught based on cumulative knowledge, chronology, change through cause and consequence. Children are supported in making connections within and throughout periods of time. The cumulative style of the curriculum is implemented to support access to the long term memory through retrieval and spaced retrieval practice, world building and deliberate practice tasks. The impact of teaching through this model supports opportunities for children to associate and connect with periods of time, people, places and events.

Year Group	Geography Skills				Key Vocab
	Map work- locational	Fieldwork	Compass and map work	Physical and human skills	
Nursery	<ul style="list-style-type: none"> <li>Name the school.</li> <li>Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, Kingfisher Island, library</li> <li>Discuss their immediate environment using knowledge from observation, discussion and maps.</li> </ul>		<ul style="list-style-type: none"> <li>Use simple maps, recognise water as blue and land as green on the maps</li> <li>Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land.</li> <li>Draw simple maps of their environments or linked to stories / curriculum, e.g. a treasure map</li> <li>Describe what they see using a wide vocabulary.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world, using stories and discussions about holidays.</li> <li>Talk about the differences they have experienced or seen in photos.</li> <li>Know the name of the place and street in which they live.</li> <li>Know about a city, e.g., London and that it is in England. Know some key features in London, e.g., Buckingham Palace, Big Ben, London Eye and how it is different from where they live.</li> <li>Name physical and human features from stories, e.g. woods, forest, city, ocean.</li> </ul>	dining hall, playground, Kingfisher Island library place street holiday city London difference house flats shop park map
Reception	<ul style="list-style-type: none"> <li>Name and locate areas in the school community.</li> <li>Discuss the area surrounding the school using knowledge from observation, discussion and maps.</li> <li>Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs.</li> <li>Name, locate and talk about one other country, linked to what they</li> </ul>		<ul style="list-style-type: none"> <li>Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.</li> <li>Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live.</li> <li>Name the city / town / village / country in which they live and the street where their home and school are.</li> <li>Know what type of house they live in.</li> </ul>	local shops church play park river carpark bridge atlas globe find country information

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	have read, e.g. Celebrations around the World, Anansi and the Golden Pot (Ghana).			<ul style="list-style-type: none"> <li>Talk about and name the physical and human features of their local environment and how environments might vary from one another.</li> <li>Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>To discover the 7 continents of the world.</li> <li>To discover the 5 oceans of the world.</li> <li>To know the four countries of the U.K and their capital cities.</li> <li>To investigate what seas surround the U.K.</li> <li>To locate the equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>To create a real map of local area.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss what a map is.</li> <li>To create an imaginary map.</li> <li>To create a real map.</li> </ul>	<ul style="list-style-type: none"> <li>To look at the equator, where it is hot and cold, the North and South Poles and what they are like.</li> <li>Continuous learning – day, month, year, weather symbols, temperature symbols.</li> </ul>	<b>Tier 2</b> vast azure rotated expanse location tropical <b>Tier 3</b> ocean continent polar atlas compass
Year 2	<ul style="list-style-type: none"> <li>To recap UK countries and capital cities.</li> <li>To locate the continent of Africa, Kenya and Nairobi.</li> <li>To study a small area of a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and grounds and the key human and physical features of the surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>To investigate map keys and symbols.</li> <li>To look at sketch maps.</li> </ul>	<ul style="list-style-type: none"> <li>To study the geography of the school and grounds and the key human and physical features of the surrounding environment.</li> <li>To compare the human and physical similarities and differences between the London and Nairobi. To discuss how the Yanomani people live in the rainforest and compare this to Hatfield.</li> </ul>	<b>Tier 2</b> increase decrease symbol urban horizon cityscape <b>Tier 3</b> valley landmark country capital climate
Year 3	<ul style="list-style-type: none"> <li>To name and locate cities and countries of the UK.</li> <li>To identify geographical regions by of Scotland, England, Wales and Northern Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate what the area is like just beyond the school, and look at maps of an area beyond our region.</li> </ul>	<ul style="list-style-type: none"> <li>To know the eight points on a compass.</li> <li>To investigate and discuss Ordnance Survey maps.</li> </ul>	<ul style="list-style-type: none"> <li>To identify geographical regions by physical and human landmarks of Scotland, England, Wales and Northern Ireland</li> </ul>	<b>Tier 2</b> North east south west north-east south-east north-west south-west

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					settlement terrain wilderness barren  <b>Tier 3</b> cardinal topography landmarks region contour line
Year 4	<ul style="list-style-type: none"> <li>To study features of a local river.</li> <li>To study features of a river in a different country.</li> <li>To discover lines of latitude and longitude and discuss how these can tell us what a location is like.</li> <li>To look at time zones and how they affect us.</li> <li>To study environmental regions across the world.</li> </ul>	<ul style="list-style-type: none"> <li>To maps and atlases to understand the environmental region similarities and differences between UK, Europe, Russia and North and South America.</li> </ul>	<ul style="list-style-type: none"> <li>To use lines of latitude and longitude to find exact locations around the world.</li> </ul>	<ul style="list-style-type: none"> <li>To look at the features of a river</li> <li>To look at the water cycle, how it works and factors that influence it.</li> </ul>	<b>Tier 2</b> raging cascading turbulent co-ordinate parallel sequence pollution permeate  <b>Tier 3</b> estuary flood plain tributary confluence channel latitude longitude meridian precipitation condensation transpiration percolation evaporation

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Year 5	<ul style="list-style-type: none"> <li>To locate the major countries and cities of the world.</li> <li>To look at the changes in biomes across the world.</li> <li>To discuss why we need longitude and latitude.</li> </ul>	<ul style="list-style-type: none"> <li>To look at what the land looks like in my local area and compare this to a contrasting locality.</li> </ul>	<ul style="list-style-type: none"> <li>To find locations using 4 and 6 figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>To compare the human and physical characteristics that define Europe, North and South America</li> <li>To look at the changes in biomes across the world.</li> </ul>	<p><b>Tier 2</b> fertile craggy</p> <p><b>Tier 3</b> hemisphere biome Tropic of Cancer Capricorn Poles meridian line</p>
Year 6	<ul style="list-style-type: none"> <li>To locate the Lake District, the Tetra mountains in Poland, the Caribbean and Jamaica.</li> <li>To investigate the location and pattern of settlements,</li> </ul>	<ul style="list-style-type: none"> <li>To navigate indoor and outdoor orienteering courses.</li> <li>To plan and set up an orienteering course.</li> </ul>	<ul style="list-style-type: none"> <li>To revisit 4 and 6 figure grid references and how we use them.</li> <li>To navigate indoor and outdoor orienteering courses.</li> <li>To plan and set up an orienteering course.</li> </ul>	<ul style="list-style-type: none"> <li>To discover how the Lake District was formed.</li> <li>To investigate the Tetra mountains.</li> <li>To compare similarities and differences between the Lake District, Tetra mountains and the Caribbean.</li> <li>To investigate the Earth's structure and tectonic plates and the physical processes of earthquakes, mountains and volcanoes.</li> <li>To investigate settlements, people and economic patterns.</li> </ul>	<p><b>Tier 2</b> erosion inhospitable buckle disaster devastation magnitude production consumption</p> <p><b>Tier 3</b> orogeny glaciation temperate tectonic summit altitude epicentre fissure dormant magma mantle trade economy lowland migrant refugee</p>